Table C1
Learning outcomes from the CIRP study among White students

Outcomes	Classroom diversity	Informal interaction diversity			
		Workshop	Discussion	Socializing	Close college friends were diverse
Four-year learning outcomes: Engagement and motivation					
Graduate degree aspiration	■	■	■	■	■
Drive to achieve		■		■	
Self-confidence (Intellectual)	■		■	■	
Write original works (poems, novels, short stories, etc.)	■	■	■	■	■
Create artistic works (painting, sculpture, decorating, etc.)	■	■	■	■	■
Preparation for graduate/professional school		■	■	■	
Four-year learning outcomes: Intellectual and academic skills					
Average undergraduate grades (self-reported)			■		
General knowledge	■	■	■	■	
Academic ability	■		■		
Writing	■		■	■	
Listening ability	■	■	■	■	■
Analytical and problem-solving skills			■	■	
Ability to think critically	■	■	■	■	
Writing skills	■	■	■	■	
Foreign language skills	■	■	■	■	
Nine-year learning outcomes: Engagement and motivation					
Drive to achieve		■		■	
Self-confidence (Intellectual)	■		■	■	
Write original works (poems, novels, short stories, etc.)	■	■	■		■
Create artistic works (painting, sculpture, decorating, etc.)	■	■	■	■	■
Nine-year learning outcomes: Intellectual and academic skills					
Academic ability			■	■	
Writing	■	■	■	■	
Listening ability		■	■	■	
Nine-year learning outcomes: Valued skills					
General knowledge	■		■	■	
Analytical and problem-solving skills			■	■	
Ability to think critically	■	■	■	■	
Writing skills	■	■	■		
Foreign language skills	■	■	■	■	■

Notes: All outcome meaures reflect student growth since entering college. Details on the specific measurement approach used are found in
Appendix C. Positive effects indicated by square; negative effects indicated by diamond. Nonsignificant effects (p > .05) not shown.
"Classroom Diversity" was measured by the students' enrollment in an ethnic studies course in college. "Workshop" refers to attendance
at a racial/cultural awareness workshop in college. "Discussion" and "Socializing" were measured by the frequency with which
the student "discussed racial/ethnic issues" and "socialized with someone of another racial/ethnic group" during college.

Table C2
Learning outcomes from the CIRP study among African American and Latino students

| | African Americans | | | | | Latinos | | | | |
| | Informal interaction diversity | | | | | Informal interaction diversity | | | | |
	Classroom diversity	Workshop	Discussion	Socializing	Same race: Close college friends	Classroom diversity	Workshop	Discussion	Socializing	Same race: Close college friends
Four-year learning outcomes: Engagement and motivation										
Degree aspiration in 1989								■		
Drive to achieve		■				■	■			
Self-confidence (Intellectual)										
Write original works (poems, novels, short stories, etc.)										
Create artistic works (painting, sculpture, decorating, etc.)		■					■			
Preparation for graduate/professional school						■	❖			
Four-year learning outcomes: Intellectual and academic skills										
Average undergraduate grades (self-reported)	❖					■				
General knowledge				■						
Academic ability						■				
Writing		■	■	■			■	■		
Listening ability		■		■					■	
Analytical and problem-solving skills		■								
Ability to think critically			■							
Writing skills		■	■							
Foreign language skills		■				■				
Nine-year learning outcomes: Engagement and motivation										
Drive to achieve		■				■				
Self-confidence (Intellectual)										
Write original works (poems, novels, short stories, etc.)		■								❖
Create artistic works (painting, sculpture, decorating, etc.)		■	■							❖
Nine-year learning outcomes: Intellectual and academic skills										
Academic ability										
Writing			■					■		
Listening ability										
Nine-year learning outcomes: Valued skills										
General knowledge						■				
Analytical and problem-solving skills	❖									
Ability to think critically										
Writing skills			■							
Foreign language skills						■				

Notes: All outcome meaures reflect student growth since entering college. Details on the specific measurement approach used are found in
Appendix C. Positive effects indicated by square; negative effects indicated by diamond. Nonsignificant effects (p > .10) not shown.
"Classroom Diversity" was measured by the students' enrollment in an ethnic studies course in college. "Workshop" refers to attendance at a racial/cultural
awareness workshop in college. "Discussion" and "Socializing" were measured by the frequency with which
the student "discussed racial/ethnic issues" and "socialized with someone of another racial/ethnic group" during college.

Table M1
Learning outcomes from the Michigan Student Study: White students

Student outcomes	Classroom diversity	Informal interaction diversity						Classroom & informal interaction combined	
		Personal interactions	Negative interactions	Amount of interaction w/SOC	Amount of interaction w/AfAm	Diversity of 6 best friends	Participation with other groups	Dialogue groups	Number of multicultural events
Active thinking									
Increased complex thinking	■	■						■	■
Social historical thinking	■	■					■	■	■
Engagement and motivation									
Intellectual engagement	■						■		■
Graduate school intentions	■	■							■

Notes: All outcome meaures reflect student growth since entering college. Details on the specific measurement approach used are found in
Appendix C. Positive effects indicated by square; negative effects indicated by diamond. Nonsignificant effects (p > .05) not shown.
Classroom Diversity was measured by the extent to which students said they had been exposed to and affected by diversity issues in the classroom.
Intimate Interactions were measured by the extent to which interactions with other racial/ethnic groups involved "honest discussions about race",
and "sharing of personal feelings and problems". Negative Interactions were measured by the extent to which these interactions were
"guarded" and "hostile". "Amount of Interaction with African Americans"(AfAm) and "Amount of Interaction with Students of Color" (SOC)
refer to the extent to which white students' had general interracial relationships on campus. "Participation with Other Groups" was measured
by involvement in activities on campus involving other racial/ethnic groups. "Dialogue Groups" refers to participation in a program of intergroup
dialogue and conflict resolution at the University of Michigan. "Number of Multicultural Events" refers to participation in such campus-wide events as
Black History Month, Hispanic Heritage Celebration, Native American POW WOW, etc. for a total of five different events.

Table M2
Learning outcomes from the Michigan Student Study: African American students

Student outcomes	Classroom diversity	Informal interaction diversity						Classroom & informal interaction combined	
		Personal interactions	Negative interactions	Amount of interaction w/SOC	Amount of interaction w/Whites	Diversity of 6 best friends	Participation with other groups	Dialogue groups	Number of multicultural events
Active thinking									
Increased complex thinking									
Social historical thinking	■								
Engagement and motivation									
Intellectual engagement		■			■				
Graduate school intentions					❖				

Notes: All outcome meaures reflect student growth since entering college. Details on the specific measurement approach used are found in
Appendix C. Positive effects indicated by square; negative effects indicated by diamond. Nonsignificant effects (p > .10) not shown.
Classroom Diversity was measured by the extent to which students said they had been exposed to and affected by diversity issues in the classroom.
Intimate Interactions were measured by the extent to which interactions with other racial/ethnic groups involved "honest discussions about race",
and "sharing of personal feelings and problems". Negative Interactions were measured by the extent to which these interactions were
 "guarded" and "hostile". "Amount of Interaction with Whites" and "Amount of Interaction with Students of Color" (SOC)
refer to the extent to which African American students' had general interracial relationships on campus. "Participation with Other Groups" was measured
by involvement in activities on campus involving other racial/ethnic groups. "Dialogue Groups" refers to participation in a program of intergroup
dialogue and conflict resolution at the University of Michigan. "Number of Multicultural Events" refers to participation in such campus-wide events as
Black History Month, Hispanic Heritage Celebration, Native American POW WOW, etc. for a total of five different events.

Table i1.
Learning outcomes from the classroom study on the Intergroup relations, community, and conflict (IGRCC) program

	IGRCC participation
Active thinking	
Increased complex thinking	■
Social historical thinking	■

Notes: IGRCC Participation during the first year of college is a dichotomous measure: participant, nonparticipant. The two groups were matched as first year students, for gender, race/ethnicity, instate-out of state residency, and residence hall at Michigan. Each group was followed for four years: The outcome measures shown here come from the fourth year questionnaires that both groups completed. Positive effects indicated by square; negative effects indicated by diamond.
Nonsignificant effects (p > .05) not shown.

The results strongly support the central role of higher education in helping students to become active citizens and participants in a pluralistic democracy. Students who experienced diversity in classroom settings and in informal interactions showed the most engagement in various forms of citizenship, and the most engagement with people from different races/cultures. They were also the most likely to acknowledge that group differences are compatible with the interests of the broader community. (See Tables C3,4; M3,4; I2).

This general conclusion is supported by four main points that can be drawn from the analyses conducted for this litigation.

1. As with learning outcomes, there is a striking and consistent pattern of positive relationships between democracy outcomes and both classroom diversity and informal interactional diversity. The consistency is evident across race/ethnicity, across a broad range of democracy outcomes that include both values and behaviors, across levels of studies, and most importantly, across time, as students entered into adult roles.

2. Virtually all types of racial/ethnic diversity experiences in college had a positive influence on white students citizenship engagement and racial/cultural engagement four years and nine years after college entry.

- Classroom diversity was associated with every form of citizenship engagement and racial/cultural engagement among white students (confirmed in all three studies--see Tables C3, M3, and I2).

- Equally important to democracy outcomes were informal interactions with diverse peers: white students who had such experiences demonstrated

greater understanding that group differences are compatible with societal unity (confirmed in both Michigan studies), greater citizenship engagement (confirmed in all three studies), and greater racial/cultural engagement (confirmed in CIRP and MSS studies).

- The Michigan study revealed that quality as well as quantity of interaction influenced democracy outcomes for white students (see Table M3). White students who had positive interactions with diverse peers demonstrated desirable democracy outcomes, while those who had negative interactions were least likely to perceive commonalities with other groups and least likely to understand the perspectives of others. Further, white students who had interacted frequently across racial and ethnic lines also showed greater citizenship engagement and engagement with racial and cultural issues at the end of college and five years after leaving college (see Table C3).

3. The results also show a consistent pattern of positive diversity effects on democracy outcomes for African American and Latino students in the national study and for African American students in the Michigan Student Study, although as with the learning outcomes fewer effects were significant because of the smaller sample sizes of these student groups. There is one notable difference in understanding how diversity affects the democracy outcomes for students of color, as compared to white students:

- Having close friends of the same race/ethnicity on a predominantly white campus is important for some democracy outcomes for students of

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color (see Table C4). Nine years after college entry, African American and Latino students who reported having close friends of the same racial/ethnic background during college tended to participate in community service because they wished to improve their community. African American students who reported having close friends of the same race during college also reported growth in racial/cultural engagement after four years, and various citizenship engagement activities and values after nine years. As noted on the positive learning outcomes of African American students with a high proportion of same-race friends in college, these findings very likely reflect the significance of group identity for students of color. These findings suggest that group identity is particularly important as a basis not only for involvement in racial issues but for broader community involvement as well.

4. An increased sense of commonality with other ethnic groups among white and African American students at the University of Michigan was evident among students who had interactions with diverse peers (confirmed in the MSS -- Table M4). The classroom study of the Intergroup Relations, Conflict, and Community Program at the University of Michigan also revealed growth in mutuality or enjoyment in learning about both one's own background and the backgrounds of others, more positive views of conflict, and the perception that diversity is not inevitably divisive in our society. In sum, these results reveal that Michigan graduates who participated in interactions with diverse peers were comfortable and prepared to live and work in a diverse society -- an important goal of our educational mission.

Table C3
Democracy outcomes from the CIRP study among White students

	Classroom diversity	Informal interaction diversity			
		Workshop	Discussion	Socializing	Close college friends were diverse
Four-year democracy outcomes: Citizenship engagement					
Influencing the political structure	■	■	■	■	
Influencing social values	■	■	■	■	
Helping others in difficulty	■	■	■	■	
Being involved in programs to clean up the environment	■	■	■	■	
Participating in a community action program	■	■	■	■	
Four-year democracy outcomes: Racial/cultural engagement					
Promoting racial understanding	■	■	■	■	■
Cultural awareness and appreciation	■	■	■	■	■
Acceptance of persons from different races/cultures	■	■	■	■	■
Nine-year democracy outcomes: Citizenship engagement					
Hours/week spent in volunteer work/community service	■	■	■	■	■
Number of community service activities participated in	■	■	■	■	■
Community service reason: To give me a chance to work with people different from me	■	■	■	■	■
Community service reason: To improve society as a whole	■	■	■	■	■
Community service reason: To improve my community	■	■	■	■	■
Community service reason: To fulfill my social responsibility	■	■	■		
Influencing the political structure	■	■	■	■	■
Influencing social values	■	■	■	■	
Helping others in difficulty	■	■	■	■	■
Being involved in programs to clean up the environment	■	■	■	■	■
Participating in a community action program	■	■	■	■	■
Nine-year democracy outcomes: Racial/cultural engagement					
Promoting racial understanding	■	■	■	■	■
Cultural awareness and appreciation	■	■	■	■	■
Acceptance of persons from different races/cultures	■	■	■	■	■

Notes: All outcome meaures reflect student growth since entering college. Details on the specific measurement approach used are found in
Appendix C. Positive effects indicated by square; negative effects indicated by diamond. Nonsignificant effects (p > .05) not shown.
"Classroom Diversity" was measured by the students' enrollment in an ethnic studies course in college. "Workshop" refers to attendance
at a racial/cultural awareness workshop in college. "Discussion" and "Socializing" were measured by the frequency with which
the student "discussed racial/ethnic issues" and "socialized with someone of another racial/ethnic group" during college.

Table C4
Democracy outcomes from the CIRP study among African American and Latino students

| | African Americans | | | | | Latinos | | | | |
| | Informal interaction diversity | | | | | Informal interaction diversity | | | | |
	Classroom diversity	Workshop	Discussion	Socializing	Same race: Close college friends	Classroom diversity	Workshop	Discussion	Socializing	Same race: Close college friends
Four-year democracy outcomes: Citizenship engagement										
Influencing the political structure		■	◆					■		
Influencing social values		■	■							
Helping others in difficulty		■	■		■	■				
Being involved in programs to clean up the environment										
Participating in a community action program			■				■	■	■	
Four-year democracy outcomes: Racial/cultural engagement										
Promoting racial understanding	■		■		■	■		■	■	
Cultural awareness and appreciation	■		■		■			■		
Acceptance of persons from different races/cultures				■				■		
Nine-year democracy outcomes: Citizenship engagement										
Hours/week spent in volunteer work/community service								■		
Number of community service activities participated in		■			■					
Community service reason: To give me a chance to work with people different from me										
Community service reason: To improve society as a whole							■			
Community service reason: To improve my community		■			■				■	■
Community service reason: To fulfill my social responsibility		■	■							■
Influencing the political structure								■		
Influencing social values										
Helping others in difficulty	■	■			■	■				
Being involved in programs to clean up the environment							■			
Participating in a community action program		■	■		■	■				
Nine-year democracy outcomes: Racial/cultural engagement										
Promoting racial understanding								■		
Cultural awareness and appreciation	■	■				■				
Acceptance of persons from different races/cultures						■	■			

Notes: All outcome meaures reflect student growth since entering college. Details on the specific measurement approach used are found in
Appendix C. Positive effects indicated by square; negative effects indicated by diamond. Nonsignificant effects (p > .10) not shown.
"Classroom Diversity" was measured by the students' enrollment in an ethnic studies course in college. "Workshop" refers to attendance at a racial/cultural
awareness workshop in college. "Discussion" and "Socializing" were measured by the frequency with which
the student "discussed racial/ethnic issues" and "socialized with someone of another racial/ethnic group" during college.

Table M3
Democracy outcomes from the Michigan Student Study: White students

Student outcomes	Classroom diversity	Informal interaction diversity						Classroom & informal interaction combined	
		Personal interactions	Negative interactions	Amount of interaction w/SOC	Amount of interaction w/AfrAm	Diversity of 6 best friends	Participation with other groups	Dialogue groups	Number of multicultural events
Compatibility of differences									
Increased sense of commonality:									
African Americans			❖	■	■				■
Asian Americans		■	❖	■		■	■		■
Latinos			❖	■					■
Learned differences not inevitably divisive	■				■	■			■
Citizenship engagement									
Perspective-taking	■	■	❖	■				■	■
Racial/Cultural engagement									
Learned about other groups	■	■		■	■	■	■	■	■

Notes: All outcome meaures reflect student growth since entering college. Details on the specific measurement approach used are found in
Appendix C. Positive effects indicated by square; negative effects indicated by diamond. Nonsignificant effects (p > .05) not shown.
Classroom Diversity was measured by the extent to which students said they had been exposed to and affected by diversity issues in the classroom.
Intimate Interactions were measured by the extent to which interactions with other racial/ethnic groups involved "honest discussions about race",
and "sharing of personal feelings and problems". Negative Interactions were measured by the extent to which these interactions were
"guarded" and "hostile". "Amount of Interaction with African Americans"(AfAm) and "Amount of Interaction with Students of Color" (SOC)
refer to the extent to which white students' had general interracial relationships on campus. "Participation with Other Groups" was measured
by involvement in activities on campus involving other racial/ethnic groups. "Dialogue Groups" refers to participation in a program of intergroup
dialogue and conflict resolution at the University of Michigan. "Number of Multicultural Events" refers to participation in such campus-wide events as
Black History Month, Hispanic Heritage Celebration, Native American POW WOW, etc. for a total of five different events.

Table M4
Democracy outcomes from the Michigan Student Study: African American students

Student outcomes	Classroom diversity	Informal interaction diversity						Classroom & informal interaction combined	
		Personal interactions	Negative interactions	Amount of interaction w/SOC	Amount of interaction w/Whites	Diversity of 6 best friends	Participation with other groups	Dialogue groups	Number of multicultural events
Compatibility of differences									
Increased sense of commonality:									
Whites			❖	❖				■	
Asian Americans		■		■	■	■	■		
Latinos									■
Learned differences not inevitably divisive	■			■					
Citizenship engagement									
Perspective-taking					■			■	■
Racial/Cultural engagement									
Learned about other groups	■	■		■					

Notes: All outcome meaures reflect student growth since entering college. Details on the specific measurement approach used are found in
Appendix C. Positive effects indicated by square; negative effects indicated by diamond. Nonsignificant effects (p > .10) not shown.
Classroom Diversity was measured by the extent to which students said they had been exposed to and affected by diversity issues in the classroom.
Intimate Interactions were measured by the extent to which interactions with other racial/ethnic groups involved "honest discussions about race",
and "sharing of personal feelings and problems". Negative Interactions were measured by the extent to which these interactions were
"guarded" and "hostile". "Amount of Interaction with Whites" and "Amount of Interaction with Students of Color" (SOC)
refer to the extent to which African American students' had general interracial relationships on campus. "Participation with Other Groups" was measured
by involvement in activities on campus involving other racial/ethnic groups. "Dialogue Groups" refers to participation in a program of intergroup
dialogue and conflict resolution at the University of Michigan. "Number of Multicultural Events" refers to participation in such campus-wide events as
Black History Month, Hispanic Heritage Celebration, Native American POW WOW, etc. for a total of five different events.

Table i2
Democracy outcomes from the classroom study on the Intergroup relations, community, and conflict (IGRCC) program

	IGRCC participation
Citizenship engagement	
Perspective-taking	■
Interest in politics in general	■
Interest specifically in group inequality	■
Commitment to future political involvement	■
Involvement in campus political activities	■
Involvement in community service	■
Involvement in student government	
Anticipated commitment to community/politics after college	■
Compatibility of differences	
Mutuality	
Enjoyed learning about the experiences and perspectives of other groups	■
Thought more about my memberships in different groups	■
Learned a great deal about other racial/ethnic groups and their contributions to American society	■
Gained greater knowledge of my racial/ethnic groups' contributions to American society	■
Involved with groups and activities reflecting other cultural and ethnic backgrounds	■
Involved with groups and activities reflecting my own cultural and ethnic background	■
Perceived non-divisiveness	■
Positive views of conflict	■
Negative views of conflict	❖

Notes: IGRCC Participation during the first year of college is a dichotomous measure: participant, nonparticipant. The two groups were matched as first year students, for gender, race/ethnicity, instate-out of state residency, and residence hall at Michigan. Each group was followed for four years: The outcome measures shown here come from the fourth year questionnaires that both groups completed. Positive effects indicated by square; negative effects indicated by diamond. Nonsignificant effects (p > .05) not shown.

The Effect of College Diversity Experiences on Living in a Diverse Society

Diversity experiences during college had impressive effects on the extent to which graduates in the national study were living racially or ethnically integrated lives in the post-college world. Students who had taken the most diversity courses and interacted the most with diverse peers during college had the most cross-racial interactions five years after leaving college. This confirms that the long-term pattern of segregation noted by many social scientists can be broken by diversity experiences during college. (See Tables C5-C6.)

This general conclusion is supported by three main points from the analyses of the nine-year CIRP data. (The Michigan studies did not include post-college follow-ups.)

1. Once again, the analyses show considerable consistency of effects across racial/ethnic student populations, and across many measures of post-college life.

2. The effect of diversity on white graduates outcomes related to living in a diverse society was especially impressive (see Table C5). Virtually all of the possible relationships between college diversity and post-college diversity were significant, and all but one of these relationships were positive. It is important to remember, as described in Figure 2 above, that structural diversity also directly increased the likelihood that white graduates would live and work in post-college diverse settings. In addition, structural diversity fostered the college diversity experiences that further increased white graduates' likelihood of living racially and ethnically integrated lives after leaving college. Together these direct and indirect effects of structural diversity are striking results of the CIRP study. Specifically, the findings show for white graduates:

- College interaction with diverse peers was especially influential in accounting for integrated racial patterns of post-college

friendships, neighborhoods, and work associates. College interaction with diverse peers also affected virtually every long-term outcome.

- White graduates who had taken a diversity course and had the most interaction with diverse peers during college were more likely to discuss racial issues and socialize across race in the early post-college years. Both classroom diversity and informal interactions were associated with feeling the most prepared for graduate school, while informal interactions with diverse peers was associated with feeling that their undergraduate education prepared them for their current job.

3. Similar to white students, interaction with diverse peers during college was related to interaction with people from diverse backgrounds in the post-college world for African Americans and Latinos. The college experience was also important in breaking the pattern of segregation for these students of color, which is particularly noteworthy given the probability that both African Americans and Latinos come from minority neighborhoods (Orfield, et al., 1997). For the most part, the relationship between diversity and skills and experiences related to living in a diverse society was positive, but once again, there were fewer significant effects for African American and Latino students (see Table C6). Some specific effects are worth noting.

- For African Americans, college interaction with diverse peers was more influential than classroom diversity in accounting for later racial patterns of association, and the same was true for the learning outcomes of African American students. (These two types of college diversity experiences had more equal influence on living in a diverse society for both Latinos and white graduates.)

- Although interaction with diverse peers in college was clearly influential for both African Americans and Latinos, there were also some positive effects of interacting with <u>same</u>-race peers as well. African American and Latino graduates whose close friendship groups in college included students of the same race/ethnicity were more likely to discuss racial issues after college. The results show that discussing racial issues in the post-college world was fostered for both groups by informal interaction across race and ethnicity but also by same-race close friendship groups in college.

Table C5
Skills and experiences related to living in a diverse society: White students

	Classroom diversity	Informal interaction diversity			
		Workshop	Discussion	Socializing	Close college friends were diverse
How well did your undergraduate education prepare you for graduate school?	■	■	■	■	
How well did your undergraduate education prepare your current/most recent job?		■	■	■	❖
Past year: Discussed racial/ethnic issues	■	■	■	■	■
Past year: Socialized with someone of another racial/ethnic group	■	■	■	■	■
Current close friends are diverse	■	■	■	■	■
Current neighbors are diverse	■	■	■	■	■
Current work associates are diverse		■	■	■	■

Notes: All outcome meaures reflect student growth since entering college. Details on the specific measurement approach used are found in
Appendix C. Positive effects indicated by square; negative effects indicated by diamond. Nonsignificant effects (p > .05) not shown.
"Classroom Diversity" was measured by the students' enrollment in an ethnic studies course in college. "Workshop" refers to attendance
at a racial/cultural awareness workshop in college. "Discussion" and "Socializing" were measured by the frequency with which
the student "discussed racial/ethnic issues" and "socialized with someone of another racial/ethnic group" during college.

Table C6
Skills and experiences related to living in a diverse society: African American and Latino students

| | African Americans | | | | | Latinos | | | | |
| | Informal interaction diversity | | | | | Informal interaction diversity | | | | |
	Classroom diversity	Workshop	Discussion	Socializing	Close college friends were diverse	Classroom diversity	Workshop	Discussion	Socializing	Close college friends were diverse
Living in a diverse society										
How well did your undergraduate education prepare you for graduate school?	■					■				
How well did your undergraduate education prepare your current/most recent job?			◆							
Past year: Discussed racial/ethnic issues			■		◆	■		■		◆
Past year: Socialized with someone of another racial/ethnic group				■	■	■	◆		■	
Current close friends are diverse				■	■	◆	◆			■
Current neighbors are diverse										■
Current work associates are diverse									■	■

Notes: All outcome meaures reflect student growth since entering college. Details on the specific measurement approach used are found in
Appendix C. Positive effects indicated by square; negative effects indicated by diamond. Nonsignificant effects (p > .10) not shown.
"Classroom Diversity" was measured by the students' enrollment in an ethnic studies course in college. "Workshop" refers to attendance at a racial/cultural
awareness workshop in college. "Discussion" and "Socializing" were measured by the frequency with which
the student "discussed racial/ethnic issues" and "socialized with someone of another racial/ethnic group" during college.

The Importance of Both Classroom and Informal Interactional Diversity

Throughout this presentation of results, I have noted the general impact of <u>both</u> classroom and informal interactional diversity experiences.

Figures 3 and 4 provide illustrative visual evidence from the CIRP study for the impact of both types of diversity. (The measure of interaction in these figures summarizes across all kinds of informal interaction to give a total score for each student. That summary measure was then related to learning and democracy outcomes.) These figures show dramatically that students who had the most exposure to diversity in classes, as compared to students with the least classroom diversity, were more intellectually engaged and motivated, more engaged with intellectual and academic skills, and more engaged in citizenship in the post-college world. This was also true of students who had the most interaction with diverse peers outside of the classroom, as compared to those who had the least informal interactional diversity experience.

Similar conclusions can be drawn from the analyses of the MSS and IRGCC studies, as shown in Figures 5 to 10, which indicate that both types of diversity influenced learning and democracy outcomes. The figures for the Michigan studies illustrate positive effects of classroom and informal interactional diversity on outcomes that were not measured in the CIRP study, namely active thinking and acknowledgment of differences as compatible with societal unity.

Figure 3: Classroom diversity effects on learning and democracy outcomes (CIRP study, nine-year data)
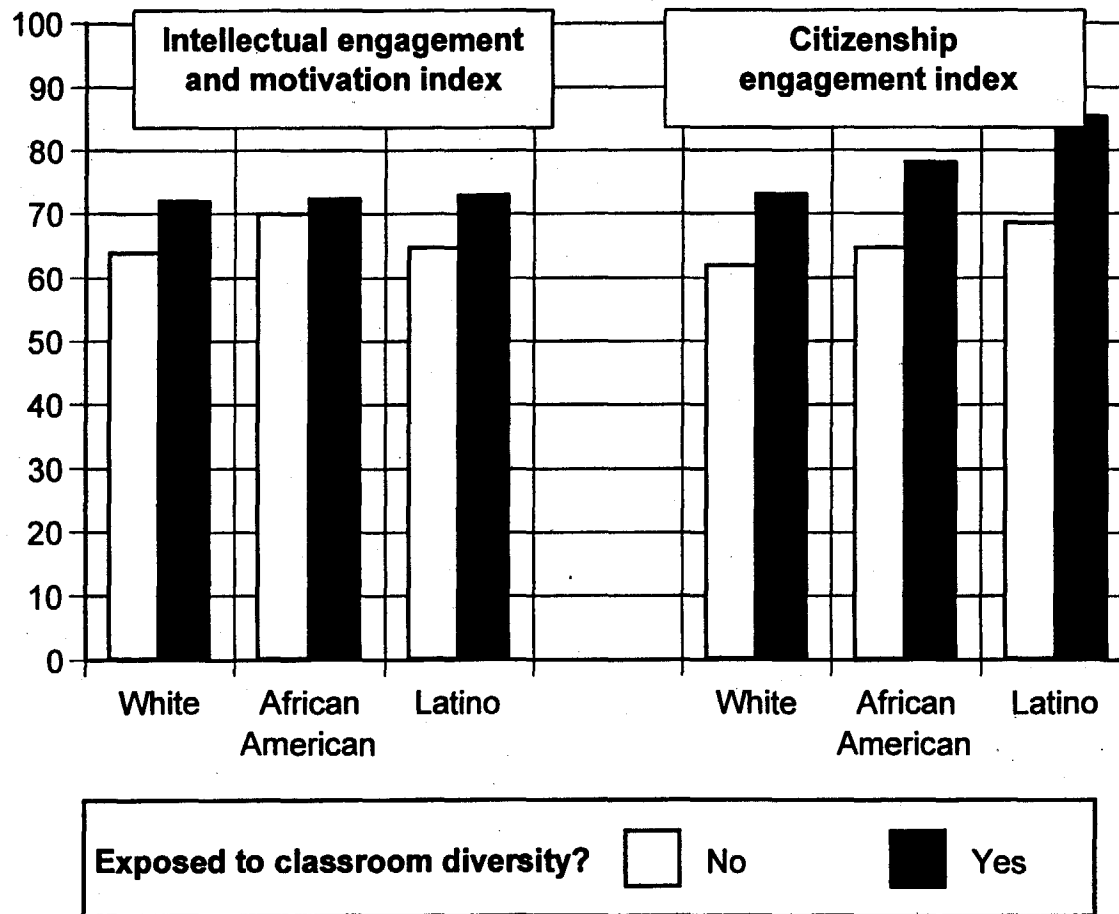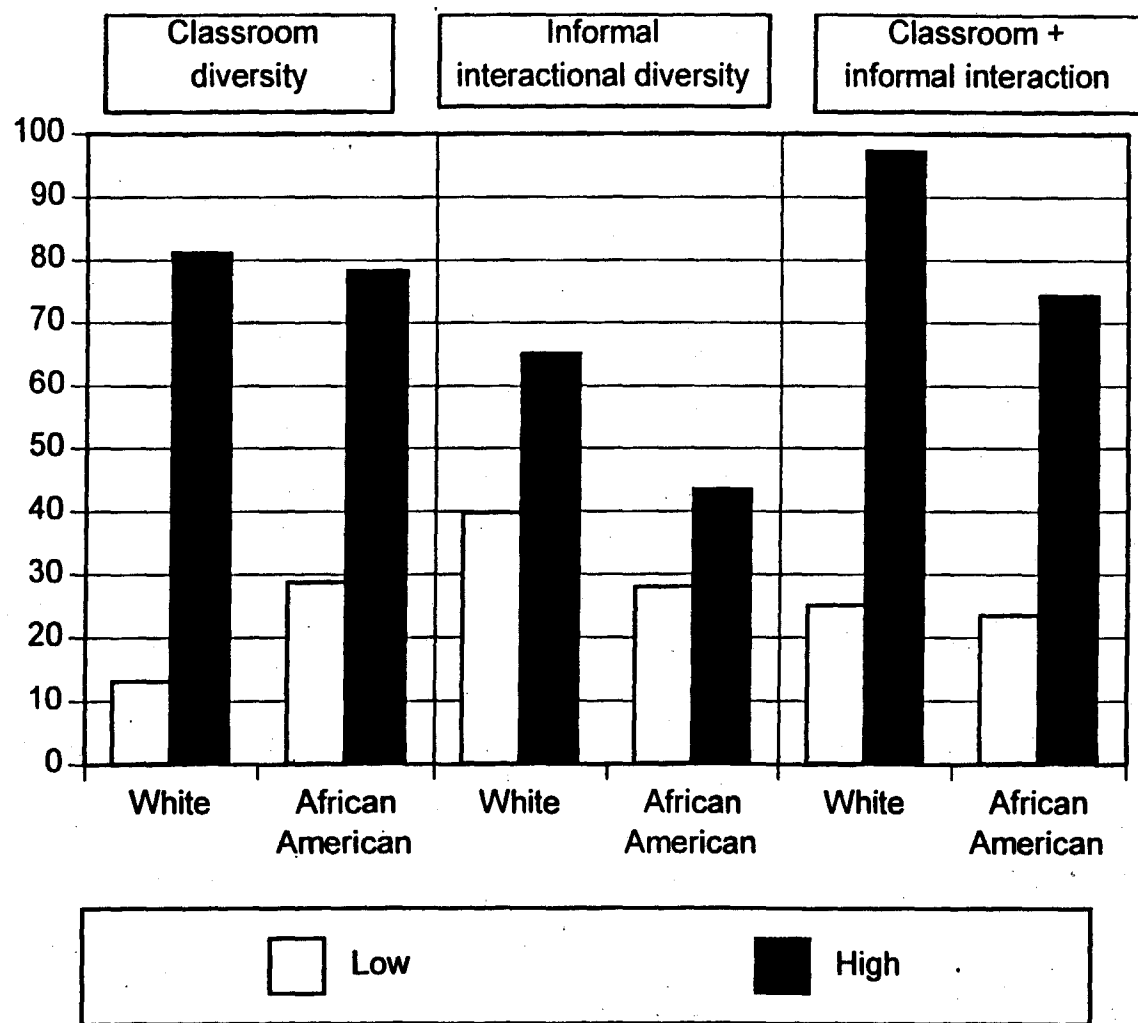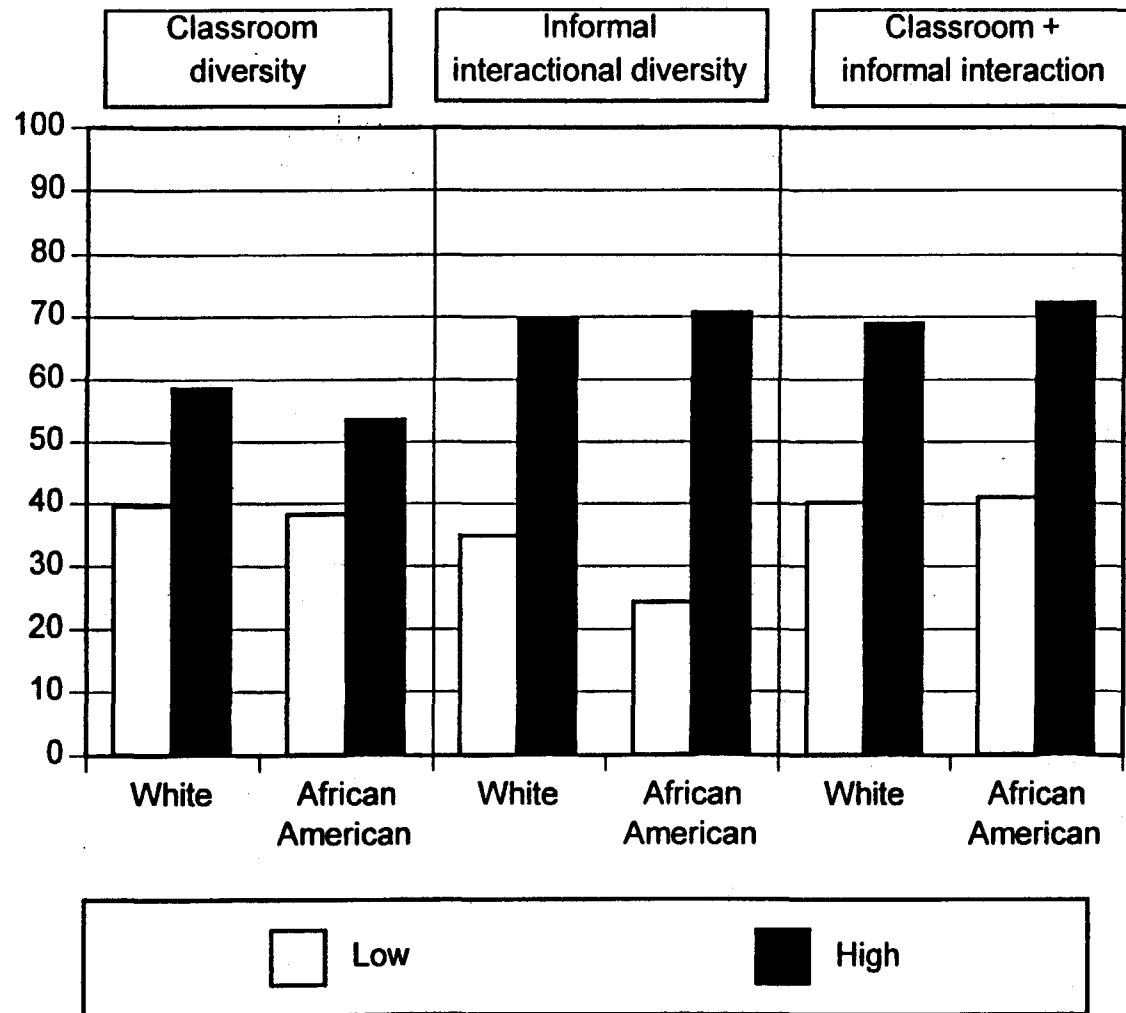

Notes: This graph shows classroom diversity effects on an index of all of the separate outcome variables represented within each of the outcome categories indicated. The indexes (and therefore the graph) represents a summation or averaging of each of the separate outcome variables after statistical standardization. After computing the indexes in standard form, the resulting values and scales were translated from z-score notation to a linear scale ranging from 0 to 100 (representing z-scores from –2 to +1) prior to graphing in order to ease visual interpretation.

Figure 4: Effects of informal interactional diversity on learning and democracy outcomes (CIRP study, nine-year data)
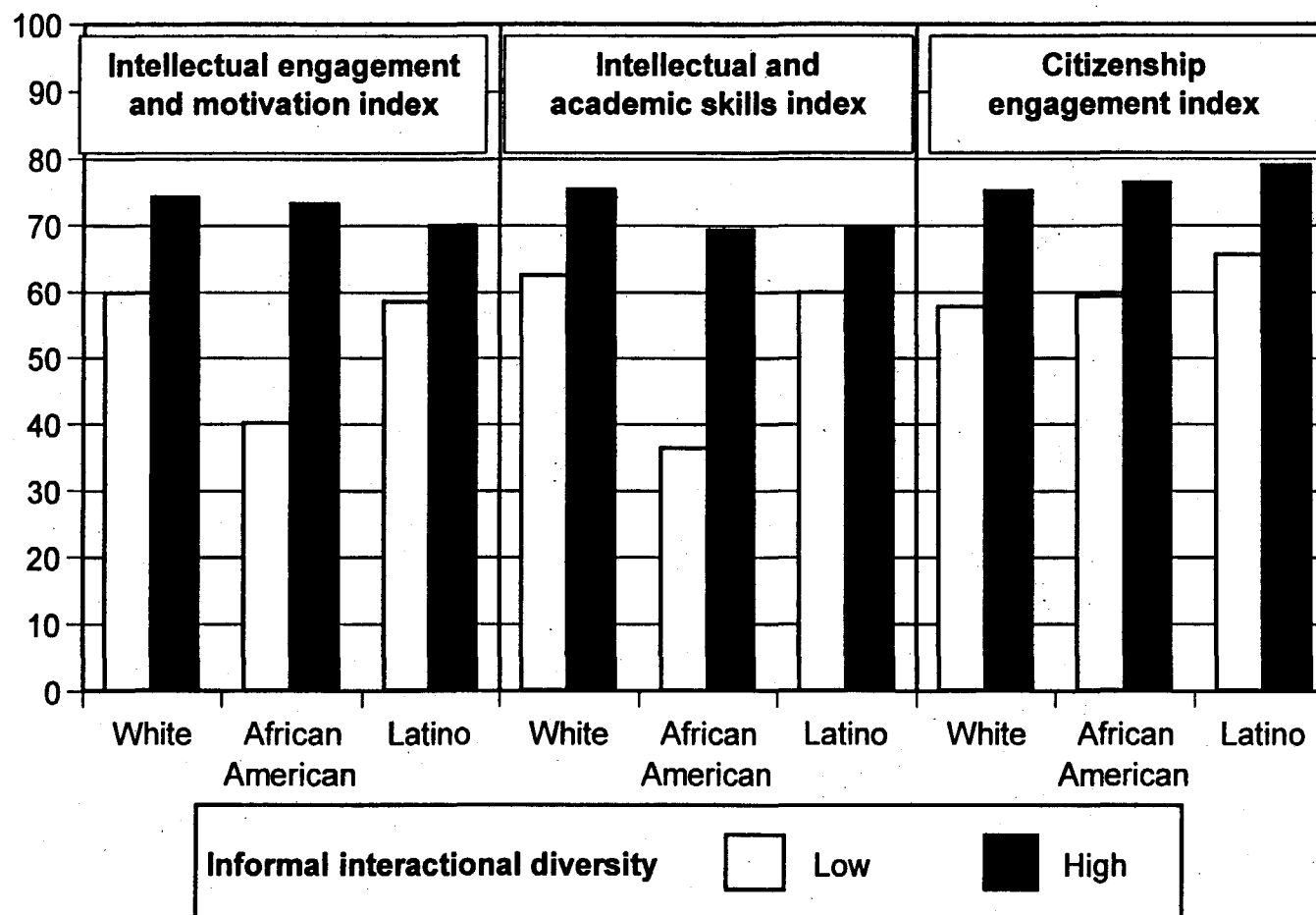
Notes: This graph shows diversity effects on an index of all of the separate outcome variables represented within each of the outcome categories indicated. The indexes (and therefore the graph) represents a summation or averaging of each of the separate outcome variables after statistical standardization. After computing the indexes in standard form, the resulting values and scales were translated from z-score notation to a linear scale ranging from 0 to 100 (representing z-scores from –2 to +1) prior to graphing in order to ease visual interpretation.

Figure 5: The effects of diversity on active thinking skills (MSS study)

Notes: This graph shows diversity effects on an index of all of the separate outcome variables represented within each of the outcome categories indicated. The indexes (and therefore the graphs) represent a summation or averaging of each of the separate outcome variables after statistical standardization. After computing the indexes in standard form, the resulting values and scales were translated from z-score notation to a linear scale ranging from 0 to 100 (representing z-scores from -.5 to +.5) prior to graphing in order to ease visual interpretation.

Figure 6: The effects of diversity on compatibility of differences (MSS study)

Notes: This graph shows diversity effects on an index of all of the separate outcome variables represented within each of the outcome categories indicated. The indexes (and therefore the graphs) represent a summation or averaging of each of the separate outcome variables after statistical standardization. After computing the indexes in standard form, the resulting values and scales were translated from z-score notation to a linear scale ranging from 0 to 100 (representing z-scores from -.5 to +.5) prior to graphing in order to ease visual interpretation.

Figure 7: The effect of Intergroup dialogue participation on student learning outcomes (IGRCC study)
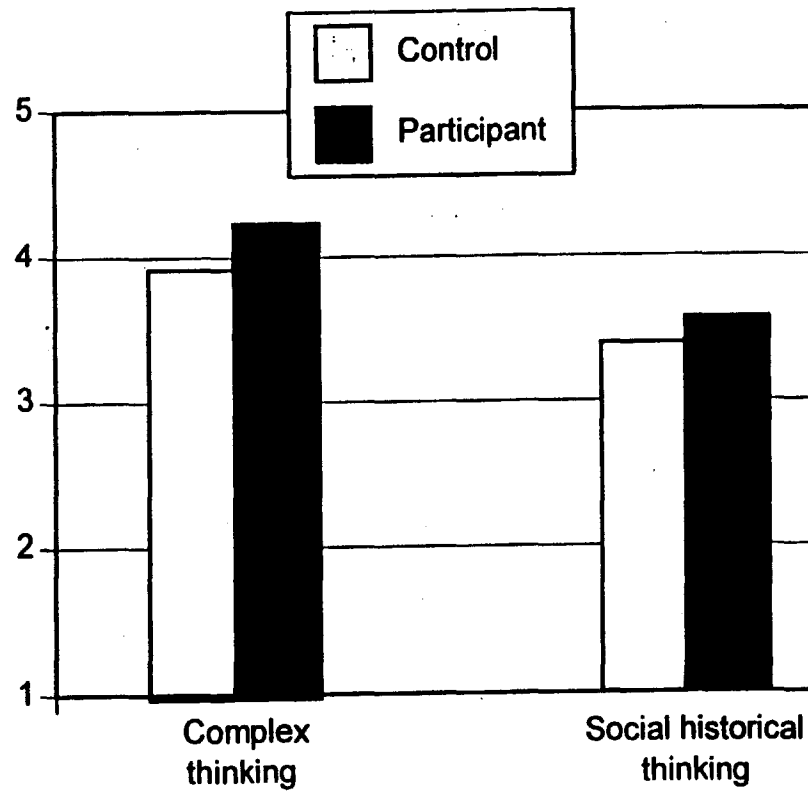
Figure 8: The effect of Intergroup dialogue participation on Compatibility of Differences (IGRCC study)
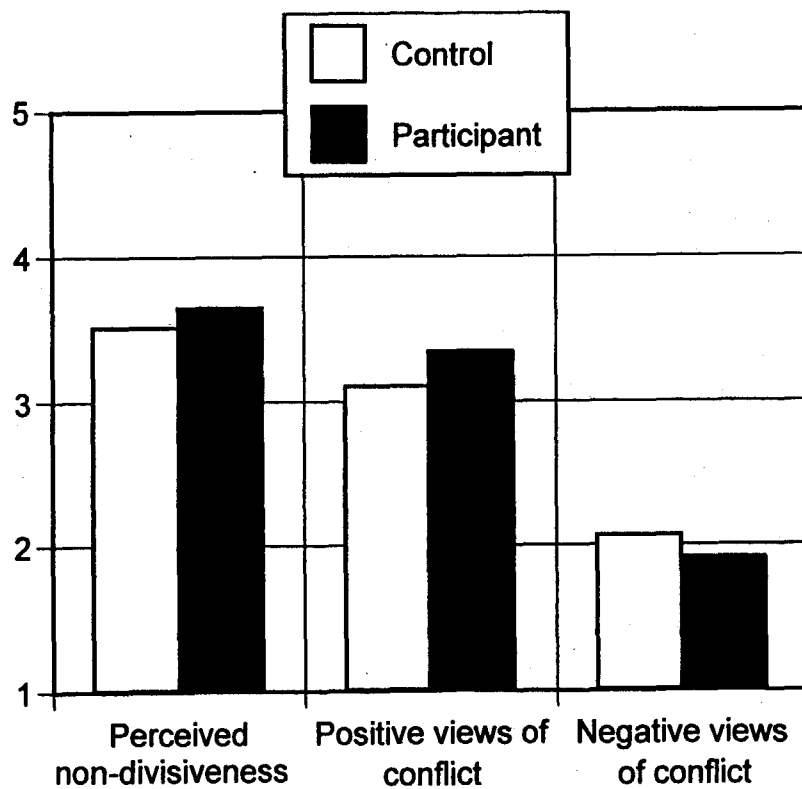
Figure 9: The effect of Intergroup dialogue participation on Compatibility of Differences: Mutuality (IGRCC study)
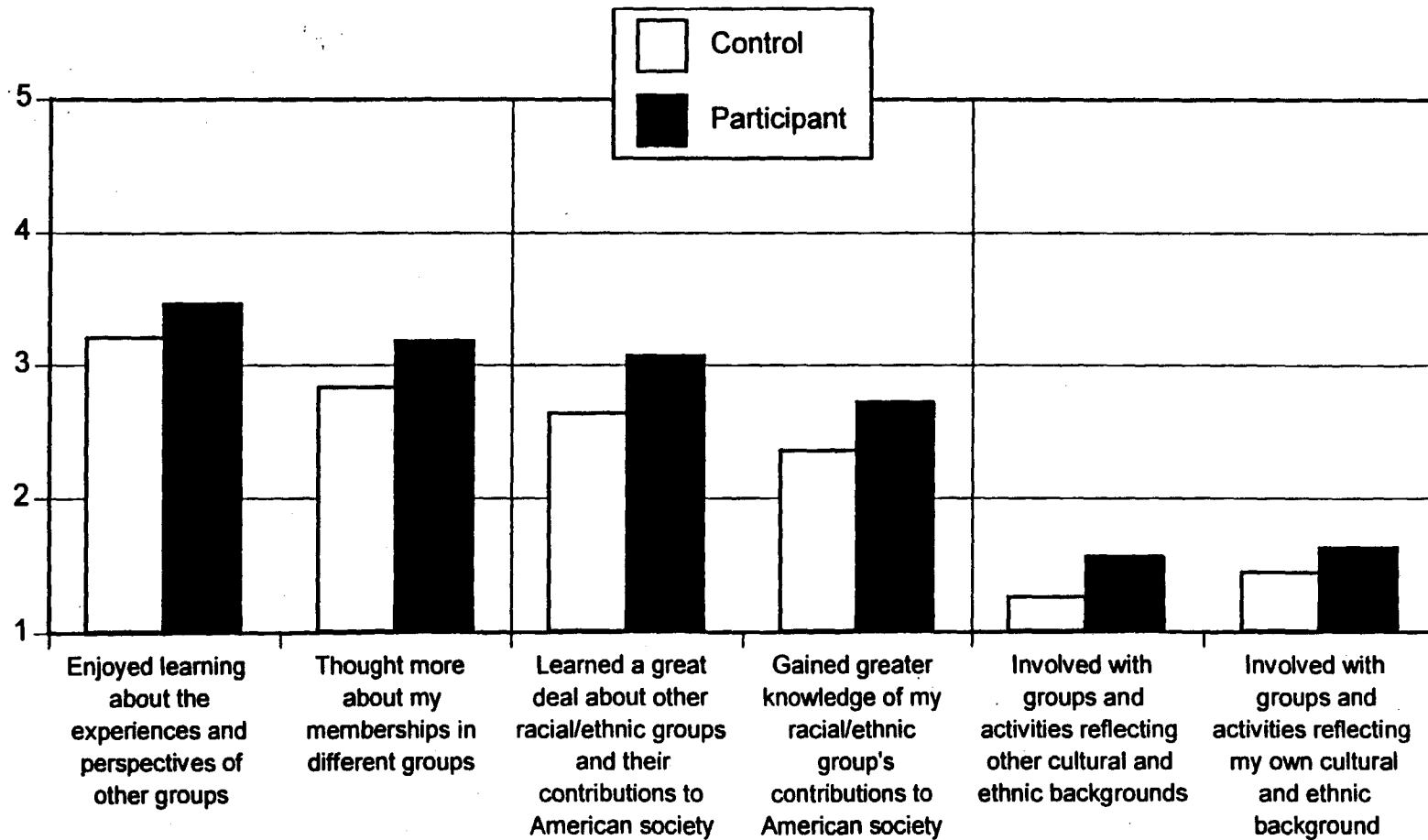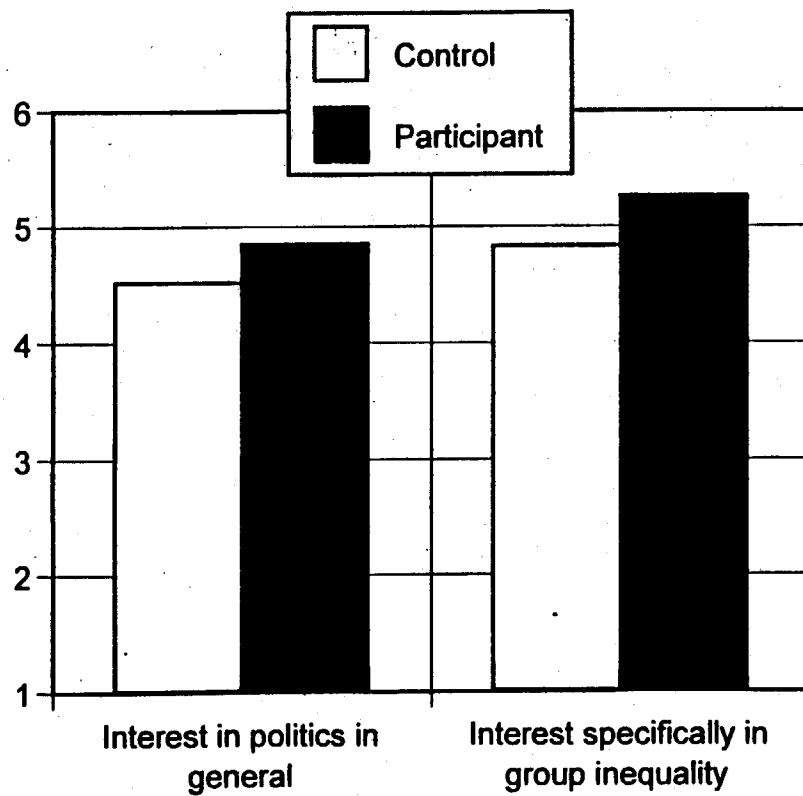
Figure 10: The effect of Intergroup dialogue participation on Citizenship Engagement (IGRCC study)

Classroom and informal diversity are part of an interconnected diversity experience that structural diversity fosters, and both are critical to the impact of college diversity on enhanced learning and preparing to participate in a democratic society. While my techniques of data analysis have enabled me to separate classroom and informal interactional diversity experiences and to demonstrate that each has separate, independent statistical effects, it should be recognized that in the real campus world, this separation is somewhat artificial. In the campus environments that were studied nationally and institutionally at the University of Michigan, classroom diversity inevitably included both content about race and ethnicity and interaction with students from diverse backgrounds who also took such courses. Informal interaction with diverse peers outside of the classroom, moreover, offered students opportunities to acquire knowledge about race and ethnicity in these relationships.

The most striking results showing the importance of interconnected diversity experiences come from the two Michigan studies. In the campus-wide study (MSS), two diversity experiences -- participation in a dialogue group involving two identity groups with different perspectives, and participation in multicultural events -- combined content and interaction with diverse peers. In both dialogue groups and multicultural events, students were exposed to new knowledge about race and ethnicity, much as would happen in a formal course, and they were offered opportunities to interact with students from other backgrounds. This interaction was an explicit part of dialogue groups and inevitably as an aspect of

multicultural events, which are nearly always organized by diverse groups of students. For white students, participating in dialogue groups and multicultural events had consistently positive effects on both learning and democracy outcomes (See Table M1 and M3).

The Intergroup Relations, Conflict, and Community Program also explicitly integrates content and interaction with diverse peers. It presents academic materials about race and ethnicity in a formal classroom, and requires students taking the class to interact across racial and ethnic lines by participating in an intergroup dialogue associated with the formal course. The results are clear, consistent, and supportive of my arguments about the impact of diversity on student development (See Tables I1 and I2.) Students who took part in the IRGCC as first-year students, compared to a matched sample who did not participate in this program, showed greater growth over four years in active thinking, stronger citizenship engagement as seniors, greater acceptance of difference as compatible with societal unity, greater growth in perspective taking, greater mutuality in orientations toward their own groups and toward other groups, and greater understanding of conflict as a normal, indeed healthy, aspect of social life.

These two Michigan studies amply demonstrate through their widespread effects on both learning and democracy outcomes that classroom diversity and informal interactional diversity together have impressive effects as interconnected aspects of campus diversity.

CONCLUSION

It is important to note that these compelling results come from data collected to assess changes in undergraduate learning and democracy due to key aspects of the college experience. The data were not collected specifically for this litigation. The studies were originally designed to help educators understand aspects of undergraduate education on campuses nationally,

and specifically to help the University of Michigan understand how it was fulfilling its mission to educate a diverse student body. The breadth and depth of analyses performed here related to campus diversity experiences is unique for three reasons: (1) very few scholars have tested a theory about how diversity works within educational environments; (2) national data typically do not have extensive

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